
FEDERATION OF



FOLLIFOOT & SPOFFORTH

CHURCH OF ENGLAND PRIMARY SCHOOLS



Love Learn Thrive

**Our Graduated Response to Social Emotional and Mental Health
Provision**

Follifoot Spofforth Federation

For the academic year 2021-2022

How we identify and assess pupils with SEMH needs

Universal Provision	Behaviour and Vulnerability Indicators	Completed by class teachers and shared with Senior Leaders and SENCO Results will highlight pupils we need to be particularly aware of.
Universal Provision	Teacher/staff observations, parent information	Changing circumstances for a pupil may highlight a need for teachers to make adjustments or seek further support through the Assess Plan Do Review process (See SEND information) Changed behaviours may alert teachers to the need for further observations, adjustments or investigations, which may proceed to discussions with Senior Leaders or SENCO
Targeted Provision	Observation and behaviour logs	Completed by staff to identify patterns and trends in behaviour in order to plan specific support with SENCO advice
Targeted Provision	Compass Phoenix	Completed by class teachers and Compass Phoenix trained staff to identify and monitor observed behaviours in order to optimise specific individual support, particularly where attachment difficulties may be a concern, with input from SENCO
Specific/Personalised Provision	Focussed assessments	Focussed assessments used to explore needs, plan and monitor 1:1 intervention, completed by the SENCO with input from relevant staff
Specific/Personalised Provision	ELSA Assessment	Detailed development assessment completed to inform a therapeutic intervention approach, which involves relevant members of staff, and is also used to monitor outcomes
Specific/Personalised Provision	External Assessment	Follows referral to an external agency when there is clear evidence that the Graduated Response has been fully implemented without the desired impact for the pupil

Universal Provision (All staff, for all children, all the time)

Support	How we do this
<p>Ensure secure emotional foundations for learning and life</p>	<ul style="list-style-type: none"> • Every child is made to feel welcome, greeted by adults, shown that they are valued. • Adults show empathy, validate emotions and feelings, help to develop emotional vocabulary by helping pupils to label them (I wonder if you are feeling...?) • PSHCE includes opportunities to talk explicitly about feelings and emotions, including relationship to bodily sensations. • Recognition that fear and anxiety act as barriers to learning and support the child to feel more secure. • Blob Tree People or a simple resource used as an emotional check in with children. • Adults actively seek to build trusting relationships with children, particularly vulnerable children. • Class routines are clear and consistent. • New learning is placed in context of the bigger picture – what we know already, the next step, what it looks like when we get there, how it feels to be learning • Learning is chunked into small achievable steps • Children struggling to understand the learning receive timely support to help them keep up within the lesson • Appropriate reference resources are available in the classroom for children, including additional visual support. • Teachers talk explicitly about how we learn, including that learning involves effort and mistakes, both of which are important. • Growth Mindset approach, e.g. can't do it –YET, not there YET • Applying Metacognition skills, 'thinking about thinking and learning about learning': <ul style="list-style-type: none"> ○ Red - I don't know anything about it it yet ○ Yellow - I know a little bit but need some help ○ Green - I am confident ○ Blue - I can coach • Teachers talk about and model learning behaviours they want to see and set clear learning objectives. • Teachers talk positively about learning differences and encourage pupils to think about how they learn best, what their strengths are, and where they may need to improve.

	<ul style="list-style-type: none"> • Staff use praise to tell a child what they are doing well, and ensure every child has opportunities to be successful • Pre-teaching of new learning is used to build confidence and knowledge enabling better access to learning for some children. • Explicit and visually supported procedures for children to follow when they are stuck with their learning, to encourage development of confidence and independence. • Collaborative learning opportunities including partner work, small group tasks and learning buddies. • Pupils are involved in identifying their own progress. • All children have access to varied and rich curriculum experiences that are memorable and promote a sense of belonging, e.g. special visitors, special activity days and outings, performances, music lessons, Forest School, residential visits, after school clubs, sports. • Children have opportunities to represent others on the school council, act as a peer supporter, or contribute views in relation to curriculum development activities. • Children have opportunities to be physically active regularly every day. • Wellbeing surveys
<p>Support development of social communication, including understanding about friendships, conflicts and bullying</p>	<ul style="list-style-type: none"> • Circle time discussions • Explicit teaching about bullying and peer conflicts • Peer supporters support other children to discuss bullying, peer conflicts and their role with their peers • Peer supporters support other children in the playground • Structured partner and group work in class to support good communication with peers • Unresolved playground issues are managed through communication with other staff, discussion and where this is not possible 'I will come back to you 'cards that children can use later to request discussion with an adult. • Friendship bench • Playground buddies • Consistent boundaries with visually supported reminders about playground behaviour and rules • Lunchtime staff have information about potentially vulnerable pupils and how to support them • Quiet space available in playground
<p>Support for transitions and managing change</p>	<ul style="list-style-type: none"> • Visual timetable referred to by the teacher regularly • Use of a Now/Next or First/Then board for children who need it • Prior warning given about changes to staff, planned activities, timetable, routines etc, with visual reminders

	<ul style="list-style-type: none"> • Prior warning given that an activity is coming to an end. • Activities to calm children • Planned transition activities when moving to a new class or teacher • Planned transition programme when moving to another school, as far as possible. • Welcome and support for new children moving into the school
Support for self-regulation of behaviour and anxiety	<ul style="list-style-type: none"> • Building secure relationships with adults in school, combined with clear boundaries and consistent approach • Recognise that some learners need extra help and may have additional or different arrangements relating to behaviour and treat this as any other learning difference • Regular check ins with an adult • Modified task length • Use of varied teaching and learning styles • Clear routines and expectations linked to Behaviour Policy • Use of distraction • Use of visual support, e.g. to help a child understand a parent will be returning, steps in a task • Safe spaces for children to withdraw to • Use by child of visual symbols to express confusion, need for support, need to withdraw • Support children to express anxiety or frustration in appropriate ways and help them to find their own strategies to manage it, e.g. breathing exercises, physical activity, movement breaks • Provide low distraction learning spaces for children who need them • Use careful positioning in the classroom for optimal learning
Support for trauma and significant life events	<ul style="list-style-type: none"> • Essential background information is shared by those who need to know. • Consistent and 'normal' routines are followed • Teachers give special attention to their relationship with the pupil, give empathy, validate their feelings, ensure they have access to a trusted adult, use a nurturing approach linked to additional advice where appropriate • Plan for adults in class to give additional brief episodes of 1:1 attention if appropriate • In class children are positioned carefully, particularly considering where they will feel safe • Access to special 'connection' objects where needed • There is access to books and stories linked to specialist themes when appropriate • Changes in behaviour are monitored and reported as necessary, emotional check ins with pupil when appropriate • Safeguarding procedures are applied when appropriate

Targeted Support: Some children requiring specific additional or different support, small group interventions or brief 1:1 intervention Early Help and Assessment Action Plan* completed Well-being Measurement Questionnaires		Intensive Support: children with ongoing and significant additional and different needs that may be complex and require a degree of 1:1 support and intervention over a longer period of time
Support	How we do this	
Ensure secure emotional foundations for learning and life	<ul style="list-style-type: none"> • Provide an identified adult for the child to talk to • SEMH group or 1:1 intervention, 6 x 30 mins e.g. Emotions and Feelings, Self Esteem, Worries • Time limited and focussed keep up/catch up interventions • Worry Dolls, Worry box 	Compass Buzz 1:1 intervention which may be ongoing or extended in duration Thrive derived therapeutic interventions Key person builds a relationship with the pupil
Support development of social communication, including understanding about friendships, conflicts and bullying	<ul style="list-style-type: none"> • SEMH group or 1:1 intervention, 6x 30-minute sessions, e.g. Friendships, bullying • Peer supporter training • Socially Speaking group • Lego Therapy group • Time to Talk • Playground observation and review • Guided playground games • Social stories to aid understanding for specific events 	Highly individualised support plan that identifies specific strategies and support, often in conjunction with external advice ABCC/STAR monitoring charts used to inform development of support TEAM Teach Incredible Five Point Scale A Volcano in My Tummy Worry Monster Personalised workstation in the classroom
Support for transitions and managing change	<ul style="list-style-type: none"> • Internal additional transition planning for a pupil • Personalised visual timetable • Photo transition books 	Alternative lunchtime routines Circle of Friends Social Stories Pre School Entry plan meetings
Support for self-regulation of behaviour and anxiety	<ul style="list-style-type: none"> • Reflect on the functions of behaviours and what is effective in managing them leading to an agreed Behaviour Support Plan, Personal Intervention Plan, used consistently by all • Safe place to withdraw to, which may be out of class, is agreed with pupil • Either /or choices • Movement breaks, sensory breaks 	Secondary School Entry Plan meetings and individually planned additional visits Referral to: Early Help Family Support Practitioner Parenting course Educational Psychologist

	<ul style="list-style-type: none"> • Agree with child socially appropriate ways of managing anxiety or attempting to regulate behaviour, and reward attempts to do so positively • Gentle on the child, hard on the behaviour 	GP/ Paediatrician CAMHS
Support for trauma and significant life events	<ul style="list-style-type: none"> • Seek out general advice in relation to the situation – e.g. SEMH resource folder, anna freud.org materials for schools, consult SENCO • Small world play • Let the pupil find their safe space • Adjust expectations if it is agreed to be appropriate • Key adult supports the child if appropriate 	

See NYCC Interventions Guide for information on Training and Services available in North Yorkshire.

* See Ladder of Intervention Report- Supporting children and young people with social, emotional and mental health difficulties in schools. 2019